



THOMAS HARDING JUNIOR SCHOOL

DEPUTY HEADTEACHER APPLICATION PACK

Dear Applicant

Thank you for your interest in the role of Deputy Headteacher at Thomas Harding Junior School. We are a caring and inclusive school with a strong reputation for nurturing confident, capable and well-rounded learners. Our children benefit from high-quality teaching, a rich curriculum, and a caring environment where every individual is valued.

Thomas Harding is in a positive position, with committed staff, supportive families, a skilled governing body and part of a Trust that is fully invested in the school's future direction. Our ASPIRE values sit at the heart of our ethos, shaping the attitudes, behaviours and aspirations we want every pupil to carry into their future.

As a junior school serving a diverse and vibrant community, we offer a broad and stimulating curriculum that encourages curiosity, independence and a genuine love of learning. Our pupils enjoy a wide range of enrichment opportunities, and we are proud of the strong relationships we maintain with parents, carers and the wider community.

Our most recent Ofsted inspection recognised the school's strengths, including pupils' positive attitudes, the calm and purposeful learning environment, and the commitment of staff to ensuring every child succeeds.

We are seeking a Deputy Headteacher who will build on these foundations with clarity, enthusiasm and a forward-thinking approach. You will play a central role in shaping the school's strategic direction, supporting high-quality teaching, and modelling the values and behaviours that define Thomas Harding. We are looking for someone who is visible, approachable, and committed to working in genuine partnership with staff, families and governors.

We warmly encourage prospective applicants to visit Thomas Harding Junior School to experience our ethos first-hand and meet our wonderful pupils and staff.

We look forward to receiving your application.

Dr Viraj Rajadhyaksha

Chair of Governors Thomas Harding Junior School

Welcome

Achievement Through Aspiration

Thomas Harding Junior School is a thriving two-form entry junior school in Chesham. Our ASPIRE values of Aspiration, Success, Pride, Integrity, Resilience and Equality are central to our culture.

About the School

We all have a relentless drive to ensure that all children achieve their full potential. We have the highest expectations and aspirations for our children and for each other which is tangible in and around the school. We do not put a ceiling on achievement and the warm and positive ethos across the school ensures that children thrive. *"Leaders set high expectations for all pupils, including those who may need extra support with learning or wellbeing."* (Ofsted May 2026)

Our recent Ofsted inspection also recognised strong standards in inclusion and personal development. Leaders set high expectations, staff feel valued and pupils are proud to belong to the school community.

[Home - Thomas Harding Junior School](#)

The Oxford Diocesan Bucks Schools Trust

Empowering lives, flourishing together

Thomas Harding is proud to be part of the Oxford Diocesan Bucks Schools Trust (ODBST) family.

ODBST comprises of a network of schools that are part of a forward-thinking and driven Trust. The Trust's dedicated shared services team offers tailored assistance to their schools including financial support and planning, bespoke staff training, estate management and specialised HR advice. As part of the ODBST, you will also have the opportunity to work collaboratively with the other academies within our forward thinking, innovative trust.

We aspire for every pupil and adult to 'experience life in all its fullness' (John 10:10)

Each of our schools has a unique character of its own and we work to ensure that our vision embraces all our pupils and adults, regardless of background and belief. We do this drawing on our 4 core values:

INCLUSIVITY - COMMUNITY - SERVICE - EMPOWERMENT

[Bucks Schools Trust \(ODBST\) Home](#)

The Role

We are looking to appoint a Deputy Headteacher who is an excellent teacher and experienced senior leader, with the drive and vision to match that of our dedicated senior team, staff and governors, who can lead the school confidently into the future. We are seeking an exceptional Deputy Headteacher to work alongside the Headteacher, lead school improvement, have a strategic overview of inclusion, strengthen teaching and learning and champion high outcomes for every child.

Why Join Thomas Harding?

- Strong trust support through ODBST
- Extensive leadership development opportunities
- Committed, skilled and supportive staff team
- Inclusive and values-led culture

Leadership Team:



Mrs Butler - Interim Headteacher



Mrs Ruddell - Headteacher (mat leave)



Mrs Naqvi - Deputy Headteacher

Our ASPIRE Vision

Aspiration inspires all children to thrive through rich and exciting opportunities while developing wellbeing, character and lifelong learning skills. **Aspiration**, which is at the heart of our



Miss Arnott - Inclusion Manager



Mrs Chahal - SLT & English Lead



Miss Smith - SLT & STEM Lead

curriculum, **inspires and challenges** all children to reach their **full potential** through **rich and exciting opportunities**. This will prepare them to **excel** at secondary school and then attend a further educational institution or career path **of their choice**.

We value individual **well-being** and **happiness**, keeping **every child safe**, building **character, resilience** and developing the skills for **lifelong learning**.



School Context

We are a two-form entry junior school serving a diverse community. We deliver strong inclusion practice and have high quality wellbeing provision across the curriculum. The school fosters positive parental relationships and actively maintains a strong safeguarding culture.

Staff are the vital ingredient in our school and our commitment to the development and wellbeing of staff at all levels is a fundamental priority for us. *"Staff feel valued and respected. They appreciate how leaders consider workload and support their wellbeing."* (**Ofsted May 2026**)

About you

We are looking for someone who:

- Has proven, effective leadership skills and the drive to help lead our school with passion, raising standards where required, but recognising and maintaining excellence where it is already in place.
- Has an unrelenting belief and focus that all students can achieve high standards, whatever their background, life experiences or starting point.
- Promotes high standards of teaching and learning through excellent classroom practice.
- Possesses excellent communication skills with a firm commitment to working in partnership with children, staff, governors, families and the wider community.
- Is passionate about education and learning and can inspire and motivate the school community.
- Can demonstrate a deep understanding and commitment to the principles of inclusion, equality and high achievement for all.
- Is committed to the continual development of themselves as practitioners.

What we can offer

- A passionate, positive and motivated team of professionals who put children at the heart of every decision.
- Working in a supportive partnership within and beyond your school, driven by a moral purpose which is underpinned by our ASPIRE values.
- Dedicated leadership time, PPA and a full induction programme.
- Significant support through both the Headteacher and the ODBST, ensuring that you will succeed in this role.
- A commitment to quality CPD as part of the ODBST. An extensive range of leadership development opportunities & accredited CPD including NPQSL and NPQH.
- Engagement with Trust networks to share best practice and learn from others across our partnership.
- A strong network of schools who support each other and share best practice.
- An SLT who are committed to supporting and enabling the wellbeing of all staff.

Job description

Main Purpose of the Role

To provide inspirational and positive leadership that secures an outstanding learning journey for all pupils. The Deputy Headteacher will support the Headteacher in delivering the school's strategic direction, modelling the ASPIRE values, and ensuring high-quality teaching, learning and pastoral care across the school. The role includes a strategic overview of Inclusion, ensuring whole-school systems, culture and expectations enable all pupils—including PPF, SEND, Most Able and EAL—to thrive. Operational management of Inclusion remains the responsibility of the Inclusion Manager.

★ Strategic Leadership

Under the direction of the Headteacher:

- Work closely with the Headteacher to plan and implement the strategic direction of the school. *“Working closely with the headteacher to plan and implement the strategic direction of the school.”*
- Communicate the school’s vision compellingly and model the ASPIRE values.
- Lead by example with clear moral purpose and a commitment to excellent education for all pupils.
- Translate national initiatives and research into effective practice tailored to the Thomas Harding community. *“Keep abreast of current research and determine its role within Thomas Harding, adapting and personalising accordingly.”*
- Deputise for the Headteacher as required, fulfilling responsibilities set by the ODBST.
- Represent the school positively within the local community, ODBST and Chesham networks.

🧑 Strategic Overview of Inclusion

The Deputy Headteacher holds **strategic responsibility** for ensuring that Inclusion is embedded across whole-school systems, culture and decision-making. This does **not** include operational duties such as casework, provision mapping, external agency liaison or day-to-day SEND management, which remain with the Inclusion Manager.

Strategic responsibilities include:

- Ensuring school policies, systems and processes reflect inclusive principles and support pupils with PPF, SEND, Most Able and EAL needs.
- Monitoring whole-school trends in progress, behaviour and attendance to identify strategic priorities for vulnerable groups. *“To manage and evaluate whole school trends to ensure that it informs future development and improvement.”*
- Ensuring leaders and teachers maintain high expectations for all pupils, including those with additional needs.
- Ensuring Inclusion is represented in strategic planning, curriculum design and resource allocation.
- Working collaboratively with the Inclusion Manager, providing leadership support while respecting their operational autonomy.
- Ensuring the Inclusion Manager has the systems, staffing and professional development needed to fulfil their role effectively.
- Ensuring statutory responsibilities for vulnerable groups are met through robust whole-school systems (not through direct casework).

🧑 Teaching, Learning & Curriculum

Curriculum Leadership

- Ensure the curriculum reflects the richness and diversity of the school community.
- Support teachers in creating inspiring learning environments and inclusive classroom practice.
- To lead and develop a broad, balanced and ambitious curriculum that meets the needs of all children, including those with SEND, disadvantaged pupils and those who have higher prior attainment.
- To ensure the curriculum is inclusive, engaging and enables all pupils to achieve their full potential.
- To be knowledgeable of the anticipated curriculum changes and to drive forwards those changes with a context relevant response for the school.
- To monitor, evaluate and continually refine curriculum design and implementation to ensure progression, coherence and impact across all subjects.
- To lead and support subject leads ensuring consistency, high expectations and continued development across all curriculum areas, enabling staff to deliver the highest quality teaching and learning.

Assessment and Standards

- To lead the development and implementation of effective assessment systems across the school.
- To ensure that any national assessment changes are well-planned and managed effectively in the school.
- To ensure that both formative and summative assessment methodologies are accurate, consistent and used highly effectively to inform teaching and move learning forward.
- To support staff in using assessment information to identify next steps, address gaps and raise standards for all groups of learners.
- To monitor pupil progress and attainment, ensuring appropriate intervention and support is in place where needed so that no child is left behind.
- To have a highly competent understanding of curriculum data, able to analyse data sets and present the analysis of these to the Headteacher and LGB with solutions for improving outcomes and swiftly addressing any shortfalls.

Teaching and Learning

- Ensure excellent teaching across the school through coaching, monitoring and professional development. *"Ensure excellent teaching in the school, including through training and development for staff."*
- To demonstrate through modelling and own classroom teaching, excellence and innovation in curriculum implementation.
- To demonstrate excellent behaviour management strategies in classroom teaching, including for those children who struggle with self-regulation and high levels of anxiety.
- To support, coach and develop other staff, including those new to teaching, to ensure consistently high-quality teaching across the school.
- To promote a culture where questioning, reflection and learning from mistakes are integral to practice.
- To lead on quality assurance, including lesson observations, work scrutiny and pupil voice.
- Support teachers in creating inspiring learning environments and inclusive classroom practice.
- Hold staff to account for pupil outcomes and professional conduct.

Systems, Processes & Performance

- Ensure school systems and processes are efficient, well-considered and fit for purpose. *"Ensure that the school's systems, organisation and processes are well considered, efficient and fit for purpose."*
- Monitor whole-school performance data and use it to inform strategic development.
- Lead performance management for staff, addressing underperformance and nurturing emerging talent.
- Play a major role in curriculum-led financial planning and resource allocation.
- Support leadership distribution across the school, including pupil leadership roles.

Staff Development & Culture

- Identify whole-school training needs and lead CPD opportunities.
- Promote a collaborative culture where best practice is shared.
- Build positive relationships with staff, pupils and families.
- Support the Inclusion Manager in delivering INSET related to inclusive practice (strategic support only).
- Motivate and support staff to develop their skills and knowledge.

Safeguarding, Behaviour & Welfare

- Safeguard and promote the welfare of children and young people.
- Promote harmony and challenge all forms of prejudice. *"Build on our positive strategies for promoting harmony, dealing with any issues swiftly, and challenging all forms of prejudice."*
- Support early intervention strategies and behaviour systems across the school.

- Ensure pastoral systems support all pupils, including those with additional needs.

Self-Improving School System

- Maintain an outward-facing mindset, working with other schools and ODBST.
- Inspire others to create a shared culture that supports innovation.
- Reflect on own performance and respond to feedback.
- Support ITT and maintain strong partnerships with ASTRA SCITT.
- Lead or support newer initiatives such as Eco Schools or outdoor learning.

Other Duties

This job description reflects the strategic nature of the Deputy Headteacher role. It is not exhaustive, and the postholder may be required to undertake additional duties appropriate to the level of the role, as directed by the Headteacher.

Person specification

Qualifications & Training

Essential

- Qualified Teacher Status (QTS).
- Evidence of sustained, relevant professional development.
- Strong understanding of current educational research and national initiatives.
- Training or experience related to Inclusion, SEND, or vulnerable groups sufficient for strategic oversight.
- Understanding of national curriculum changes and the ability to lead context-specific implementation.

Desirable

- NPQSL, NPQSEND or NPQH
- Additional training in safeguarding, behaviour, curriculum leadership or coaching.
- Awareness of SEND legislation and the graduated approach (operational responsibility remains with Inclusion Manager).

Experience

Essential

- Proven track record of **outstanding classroom practice**.
- Experience contributing to **whole-school leadership**, improvement or strategic planning.
- Experience of leading staff development, coaching or performance management.
- Experience working with pupils with additional needs (PPF, SEND, Most Able, EAL) at a strategic or classroom level.
- Experience analysing pupil data and using it to drive improvement.
- Experience building strong relationships with parents, carers and external partners.
- Experience leading or contributing to whole-school systems that promote Inclusion (e.g., behaviour pathways, attendance strategies, pastoral frameworks).
- Experience conducting lesson observations, work scrutiny and pupil voice activities as part of quality assurance.
- Experience supporting staff through change management or improvement cycles.

Desirable

- Experience in a senior leadership role within a primary or junior school.
- Experience supporting Inclusion or pastoral systems at a strategic level.
- Experience working within a multi-academy trust or collaborative school network.



Knowledge & Understanding

Essential

- Strong understanding of inclusive practice and how whole-school systems support vulnerable learners.
- Knowledge of curriculum design, assessment and pedagogy.
- Understanding of safeguarding responsibilities and statutory guidance.
- Understanding of effective behaviour management and early intervention strategies.
- Ability to translate national policy into meaningful school-level practice.
- Understanding of how strategic leadership supports the operational work of the Inclusion Manager.
- Understanding of how whole-school systems (behaviour, attendance, pastoral care, curriculum) interact to support vulnerable learners.
- Knowledge of how to design inclusive learning environments that reflect the diversity of the school community.

Desirable

- Knowledge of outdoor learning or enrichment programme development.
- Understanding of ITT partnerships and the role of schools in developing new teachers.



Leadership Skills

Essential

- Ability to inspire confidence, trust and respect across the school community.
- Ability to articulate and model the school's vision and ASPIRE values.
- Ability to lead change effectively and manage competing priorities.
- Ability to motivate staff, nurture talent and build a collaborative culture.
- Ability to hold staff to account with professionalism and fairness.
- Ability to deputise for the Headteacher and make high-stakes decisions.
- Ability to provide strategic direction for Inclusion while respecting operational boundaries.
- Ability to model excellence in teaching, behaviour management and inclusive practice.
- Ability to drive improvements in assessment practice and ensure consistency across the school.
- Ability to lead quality assurance processes with rigour, fairness and developmental focus.

Desirable

- Ability to lead whole-school initiatives beyond Inclusion (e.g., curriculum areas, enrichment).



Analytical & Organisational Skills

Essential

- Ability to analyse complex data and use it to identify strategic priorities.
- Strong organisational skills, including managing systems, processes and resources.
- Ability to evaluate provision and identify clear priorities for development.
- Ability to plan strategically and work with precision.
- Ability to support curriculum-led financial planning.
- Ability to interpret and present data clearly to different audiences, including governors and trust leaders.
- Ability to identify strategic priorities for vulnerable groups using whole-school trends in progress, behaviour and attendance.
- Ability to design efficient systems that support Inclusion, teaching and learning, and staff development.

Communication & Interpersonal Skills

Essential

- Excellent communication skills with pupils, staff, governors and parents.
- Ability to build positive relationships and promote harmony.
- Ability to challenge prejudice and promote equality.
- Ability to manage difficult conversations sensitively and constructively.
- Ability to represent the school professionally within the community and trust.
- Ability to collaborate effectively with the Inclusion Manager.
- Ability to communicate strategic priorities clearly to staff, pupils, governors and families.
- Ability to inspire confidence in staff through modelling, coaching and professional dialogue.
- Ability to promote a culture of questioning, reflection and learning from mistakes.

Personal Qualities

Essential

- High levels of integrity, resilience and emotional intelligence.
- Commitment to safeguarding and promoting the welfare of children.
- Passion for inclusive education and belief in the unlimited potential of all pupils.
- Reflective, self-aware and open to feedback.
- Creative, solution-focused and able to think strategically.
- Commitment to the ethos of a caring, supportive school community.
- Moral purpose aligned with the ASPIRE values.
- Resilience and adaptability when managing competing priorities or leading change.

Commitment to Professional Growth

Essential

- Commitment to ongoing professional development.
- Willingness to engage with ITT and support trainee teachers.
- Commitment to contributing to wider school initiatives and trust-wide collaboration.
- Commitment to supporting the Inclusion Manager through strategic leadership, not operational direction.
- Commitment to outward-facing leadership, including collaboration with ODBST and local schools.
- Commitment to developing staff expertise through high-quality CPD and coaching.

Safeguarding Statement

Thomas Harding Junior School is committed to safeguarding and promoting the welfare of children and young people. We expect all staff, governors and volunteers to share this commitment. The successful applicant will be subject to enhanced DBS checks, online searches, satisfactory references, prohibition checks and all statutory safer recruitment procedures. Safeguarding is everyone's responsibility and staff are expected to maintain the highest standards of professional conduct.

Application Process

Visits are warmly encouraged. Candidates should review the school website, ASPIRE values and the latest inspection information before application. [Thomas Harding Junior School - Open - Find an Inspection Report - Ofsted](#)